



Lamar University – M.Ed. in Educational Technology Leadership

Reflections of Course-based Embedded Assignments

Directions: In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/e-portfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (*Please note that course number changes in Fall 2010*) Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

Course Number:	Course Name:	Course-based Embedded Hours (see Appendix I)
EDLD:5345.8032 Domain II-Comp.006	Human Resource Management - SU2 11 - ET8032- Recruiting & Retention Strategies	2

Description of the Assignment/Performance Tasks (see Appendix I)	
<p>Conduct an interview with an administrator at your school regarding strategies for recruiting and retaining high-quality teachers and administrators.</p>	
<p>Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.</p> <p>Self –Assessment</p> <ol style="list-style-type: none"> 1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points) 2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points) 3. How did the relationship between the old and new information you learned 	<p>Unfortunately, I find that I am repeating myself, the administrators at Falls City ISD are not “wordy,” they do not embellish anything and at this time of year, they are seriously spending as little time as possible at school. As a result, I started the assignment by searching our local web site for a policy document, then for a link to an official policy on the TASB site, http://www.tasb.org/policy/pol/private/128904/. When I still could not locate any information regarding a formal policy for recruiting and retention of staff, I emailed my mentor, Superintendent, Linda Bettin and the High School Principal, Christy Blocker, so that I would get a response from at least one of them. Ms. Bettin’s response the next morning was very succinct, the document is attached below for verification. “ <i>We pay a stipend to retain teachers in courses that TEA deems as “hard to fill” subjects such as sciences, foreign language, math and special ed. There is no mentor policy for new teacherswe have an administrative procedure that we place a new teacher to the district teacher with a seasoned teacher. Mrs. Blockers holds several conferences with new teachers.</i></p> <p>I did not get as much information from local</p>

<p>affect your personal experience with the assignment? (2 Points)</p> <p>Learn as a Learner</p> <ol style="list-style-type: none"> 1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points) 2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points) 3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points) <p>Lifelong Learning Skills</p> <ol style="list-style-type: none"> 1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points) 2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points) 3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points) <p>Additional Criteria</p> <ol style="list-style-type: none"> 1. Content posted to e-Portfolio wiki/blog/Google site (1 Point) 2. Mechanics (1 Point) 3. APA Format (1 Point) 4. Minimum of 3 References (1 Point) <p>(Maximum 25 points)</p>	<p>administrators as I had hoped; however, I must again stipulate that we are a small simple community; the administration has tried to keep everything as simple as possible. Information that the district is required to publish, is published.</p> <p>The above statements could be easily published on the website on the Job Opportunities page, under the non-discrimination statement, I will ask the Superintendent if she agrees, and make the change, if she desires the statement be published.</p> <p>What I have witnessed recurring, especially over the last two – four years, is:</p> <ol style="list-style-type: none"> 1) Because FCISD is a very small rural district, there are not hordes of candidates; 2) our administrators do not frequent job fairs to create a database of possibly very well qualified academic candidates. 3) Administrators appear to be allowing the athletic director to dictate/choose the staff that will fill academic positions based primarily upon the needs of the athletic department, and the candidate's athletic resume, rather than upon their academic credentials primarily. <p>As a result, our athletic program is soaring, and while students are still performing at high enough levels to garner the TEA "Exemplary" campus status; when it comes to scheduling classes and aligning teacher's credentials with NCLB Highly Qualified requirements, it is becoming very difficult to put highly qualified teachers in every class. The lack of credentialed staff has reduced CATE courses to only agriculture related courses. The social studies teacher that left was also certified in accounting, and business; therefore, he could teach statistics and accounting for advanced mathematics credit and bring in Perkins funding. His replacement does not have equivalent credentials.</p> <p>In reflecting upon this experience, I learned that it is especially important for the job interviewing process to be thorough.</p> <p>And in reflecting on the readings, I realize, it is very important to take into account the school culture, the existing course schedule, and possible upgrades to a course schedule that different teacher credentials bring to the table, before even posting information about a job opening. Once posted, it is critical to devise a set of "legal" questions that give one a sense of the type of</p>
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	<p>teacher a candidate is underneath the polish. Then to consider the number of applicants and the actual interview process so that nothing is left to chance. I was included in the process of determining whether or not a new hire would meet the highly qualified criteria to teach a History of Mathematics course. It is critical to the district's standings, and to student schedules and graduation that the correct course is taught with a correctly qualified teacher. It seems to me this should have been taken into account before the teacher was hired, not afterward. This situation demonstrates that even small districts, experience "the Bucket with a Hole in the Bottom" problem described by Kelly Green, in her 2003 article. While this year's leavers equaled new hires, the problem is that the new hires do not have the credentials or the experience as the staff that left. That makes the hiring process that much more critical, and to me indicates that the administration should review hiring practices for larger scenarios and go to at least one or two job fairs.</p> <p>I multitask all the time, but never considered applying that to a job interview scenario. In reflecting on these readings, it is interesting to see multitasking applied to educator interviews as summarized in Dr. Joseph Koenigsknecht's article, Screening and interviewing New Teachers, in the May/June/July 2003 Best Practices published by the AASPA. His article provided me with a way to survive interviewing large numbers of candidates in small time slots utilizing his "Quick Screen Interview" process of several rounds of a few questions eliminating candidates after each round. Additionally the version of the panel interview process he presented, the Sequential Interview process, allows each committee member to ask a given set of questions of a set of applicants recommending the top flight applicants based on those responses, committee members compare notes on each candidate at the end of the day; the best candidates usually rise to the top. The top candidates are interviewed again in short mini interview sessions and finalist chosen from this group. According to Koenigsknecht, "When committee members summarize their findings and share results with the rest of the committee, experience has shown that it is not difficult to agree on the top two, three, or four candidates from the day's interviews."(p.23). I hope I might get the opportunity to attend a job fair with the Principal, so that I might see these practices in action. The interview template looks like it will be very helpful. The overall process, appears very useable in future situations.</p>
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Koenigsnecht, Dr. J. (2003), Screening and Interviewing New Teachers, Best Practices, in School Personnel, American Association of School Personnell Administrators, May/June/July 2003, pp 23 – 24.

Green, K. (2003) The Bucket with a Hole in the Bottom, Teacher Recruitment and Retention, Best Practices in School Personnel, American Association of School Personnel Administrators, May/June/July 2003, 3-5.

Bettin, L. (2011, July 19), *This week's interview Questions*, retrieved from: <https://www.fcisd.net/owa>.

Appendix A:

